

Competencies and Resources (Co-Re) - Enhancement Module (ToT FD-PPT-E)

From Professional Practice to Teaching Practice

Competence: The ability to prepare, teach and assess lessons to adults within their own field of expertise and to do so within the context of specific concepts, lesson plans and teaching materials.	
Competencies	Knowledge
<ul style="list-style-type: none"> ▪ to align the specified objectives and content to the context and needs of each specific group of learners ▪ to plan lessons for groups according to the criteria of adult learning and to justify the choice of methods with regard to the subject matter and the professional field. ▪ to plan lessons using teaching methods that encourage active participation ▪ to manage group dynamics and interactions between the teacher and the learners as well as between the learners 	<p>Knowledge (regarding context, guidelines, theories and models, methods and strategies)</p> <ul style="list-style-type: none"> – <u>Institutional Context</u>: Key institutional objectives and focus; requirements for lesson planning; rights and duties of the teachers – <u>Professional Field Context</u>: a current and broad range of expertise within their field, its teaching practice and its subject-related or work-related techniques – <u>Theories and Models</u>: Principles of psychology of learning, specifically related to adult learning; principles of communication; essential elements of group dynamics – <u>Methods and Techniques</u>: Principles of teaching methodology for adults (setting objectives, choosing content, planning lessons, selecting methods and media, establishing evaluation procedures) – <u>Evaluation Criteria</u>: for the facilitation of learning in adults <p>Skills (cognitive skills, practical skills, interpersonal skills)</p> <ul style="list-style-type: none"> – <u>Cognitive Skills</u>: Analyse the given context and target groups, identify the characteristics and ability of the class; summarise discussions, presentations, questions and comments from learners, highlight key points, take appropriate measures. – <u>Procedure</u>: Conduct a simple lesson analysis for the specific group of adults; plan lessons based on guideline requirements, context and time available; assess lesson aim achievement using basic techniques; make a basic lesson evaluation

	<ul style="list-style-type: none"> – <u>Teaching and methodological Know-How</u>: define criteria for goal achievement evaluation; use methods that motivate and promote learning among adults; appropriately apply customary methods and teaching aids specific to the subject matter. – <u>Group Dynamics Know-How</u>: be aware of the interactions within the group of learners; intervene in a solution-oriented manner in case of disruptions – <u>Communication and Verbal Skills</u>: give structured instructions and tasks – <u>Interpersonal Skills</u>: encourage learner motivation and interest in the subject through their own commitment; to express appreciation for learners when asking questions, setting tasks and intervening in class as well as when learners make contributions; to facilitate group discussions – <u>Reflection and Self-Evaluation</u>: be able to think back on their behaviour and reactions after a lesson and to draw consequences accordingly: <ul style="list-style-type: none"> – comparing planned stages to actual stages in class – analysing their teaching practice, its compatibility with lesson objectives and the learning outcomes achieved – reflecting on their behaviour and interventions in class – assessing their strengths and weaknesses – identifying areas for improvement <p>Professional conduct is shown by the following attitudes:</p> <ul style="list-style-type: none"> – respectful and appreciative attitude towards learners in interactions – reasonable detachment from the group of learners and the content taught – flexibility e.g. in dealing with the unexpected
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